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ABSTRACT

This guide was developed by a Wisconsin Policy Advisory Board for school boards and school administrators to provide a practical and understandable method of hiring, paying, and evaluating school administrators. The manual begins with the premise that clearly stated job descriptions must be developed as the basis for evaluating performance and making hiring, retention, and promotion decisions. It also provides a flexible compensation process for local decision making providing stability and fairness for administrators. A performance compensation program is also suggested based on job descriptions and improving provisions in the state retirement system for administrators. This guide includes five chapters: (1) "Job Descriptions for School Administrators"; (2) "Recruiting, Selecting, and Hiring Administrative Team Members"; (3) Identifying and Recruiting Teachers"; (4) "Evaluating Administrative Personnel"; and (5) "Compensating the School Administrator." Appendices A through I include sample job descriptions, sample postings, sample contract for administrative personnel, sample review, evaluation timeline, supervisor's appraisal of administrator's skills, client's appraisal of administrator's skills, goal/plan of action, and salary computation formula for school administrators. (JPT)

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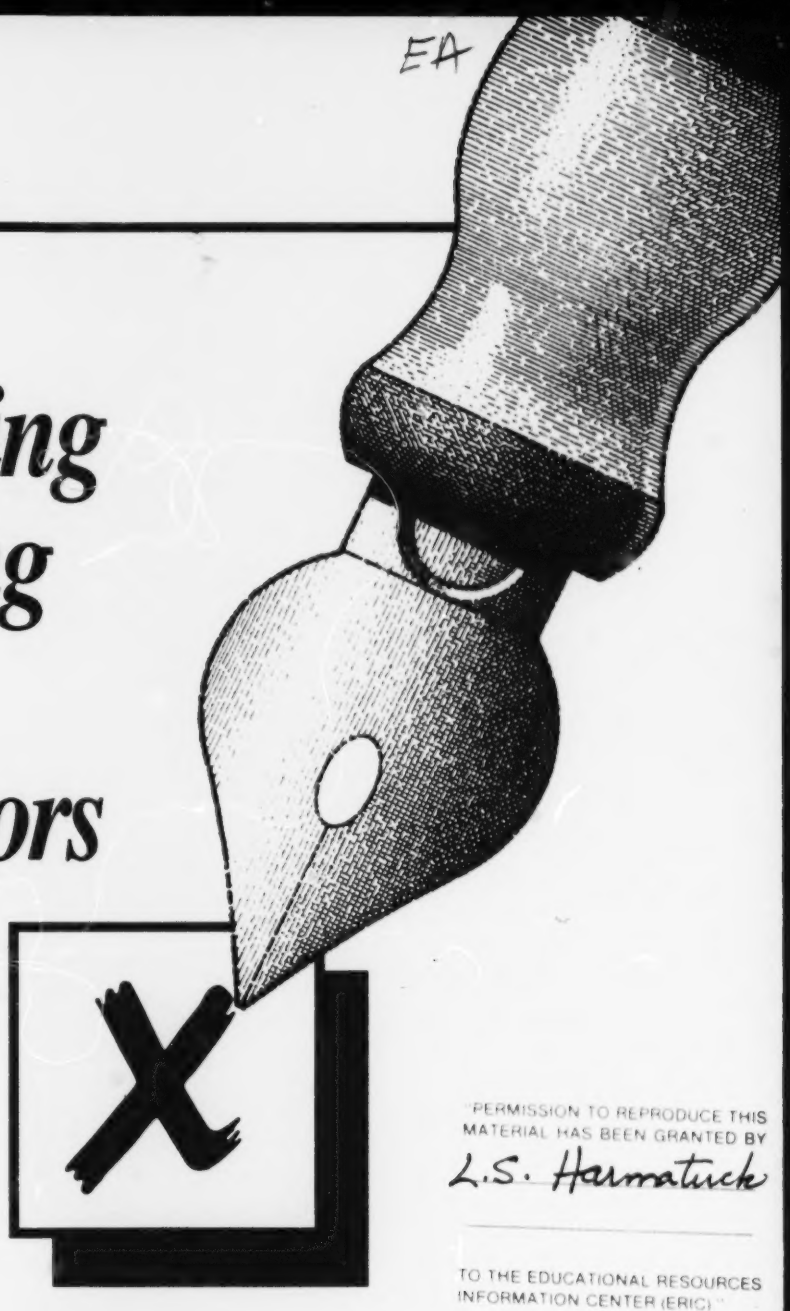

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A Cooperative Workbook for School Boards and Administrators

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION / HERBERT J. GROVER, STATE SUPERINTENDENT

EA 025 771

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Hiring, Paying, and Evaluating Administrators:

A Cooperative Workbook for School Boards and Administrators

Wisconsin Department of Public Instruction

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Foreword

Numerous factors influence decisions that individuals make about establishing a career in school administration. Because quality education requires quality leadership, it is important to recognize and promote those practices that encourage and reward people with leadership skills and a desire to advance educational excellence in Wisconsin public schools. This publication is intended to serve as a user friendly, hands-on manual for school board members and school administrators for hiring, paying, and evaluating Wisconsin school administrators.

Herbert J. Grover
State Superintendent

Preface

The Summary Report of the State Superintendent's Task Force on Administrative Leadership, Training, and Licensure made numerous recommendations regarding the recruitment, selection, compensation, and retention of school administrators.

State Superintendent Herbert J. Grover appointed a Policy Advisory Board in September 1990 to develop recommended policy changes and establish model programs and guidelines related to the initiatives recommended by the Task Force on Administrative Leadership, Training, and Licensure. The Policy Advisory Board used their findings to develop this guide for school boards and school administrators to provide a practical, understandable, user-friendly approach to hiring, paying, and evaluating school administrators in Wisconsin.

This manual begins with the premise that clearly understood job descriptions must be developed. Job descriptions become the backbone for selecting and hiring procedures; they are the basis for evaluating performance and ultimately deciding on retention and promotion. The task force has created a flexible compensation process for local decision making which provides fairness and stability for school administrative personnel. They also recommend performance compensation based on job descriptions and a system to implement such a program. The Policy Advisory Board further recommends improving provisions in the state retirement system for school administrators.

We believe our year-long effort to develop this manual will help school boards and administrators make better decisions and move forward in meeting some of the needs identified in the State Superintendent's Task Force findings.

Acknowledgments

Superintendent of Public Instruction Herbert J. Grover appointed a Policy Advisory Board in September 1990 to establish model programs, policies, and guidelines as a follow-up to the State Superintendent's Task Force on Administrative Leadership, Training, and Licensure findings from March 1989. The State Superintendent appointed the following board members:

Gerald D. Makie, Superintendent
D.C. Everest School District

David Carstens, Director of Personnel
West Allis—West Milwaukee
School District

Barbara Hug, School Board Member
Mauston School District

Charles Kent, Principal
Racine School District

Margaret Lintula, Teacher
Drummond School District

Ellen Meister, Superintendent
Mt. Horeb School District

Special thanks are extended to project research director and writer, Dale H. Aleckson, and chairman, Gerald Makie for their leadership and direction. James Wall and Lond Rodman of the Bureau for Teacher Education, Licensing, and Placement in the Department of Public Instruction provided additional assistance. Finally, appreciation is extended to Dr. Jay Price, of the Department of Education of the University of Wisconsin-Stevens Point, for his timely insights and research contributions to the Board's work.

Recognition is due to the following Department of Public Instruction staff members for their assistance in the preparation of this book: Lisa Isgitt, editor; Debra Anklam, typesetter; Victoria Rettenmund, graphic artist; and Jessica Early, proofreader.

Chapter 1
Job Descriptions for School Administrators

A job description is a blueprint for work to be accomplished. It should meet the needs of both the school administrator, who does the work, and the school board, who sees that the work gets done, according to the National School Boards Association in *The School Personnel Management System*. Job descriptions are useful tools for managing a school system's personnel functions. Rather than serving as policy statements, they should actually be used to implement board policy. When a board creates a job, administration has the responsibility to prepare a job description with the school board's authority and final approval.

Public Instruction Administrative rule 8(q) states, "Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on *a board adopted job description*, including job related activities, and shall include observation of the individual's performance as part of the evaluation data" (emphasis added). While PI 8(q) includes all licensed school personnel, this document specifically addresses school administration.

George B. Redfern, noted writer and consultant on educational personnel, recommends using job descriptions to manage a school district efficiently. He particularly advocates their use in fostering an effective personnel evaluation program. Expectations for all administrative positions should be spelled out in detail. Effective job performance measurement requires an up-to-date job description.

Job Description Content

A well-written job description contains the following elements that can provide a range of information that is useful from pre-employment interviews to dismissal. (See Appendix A for sample job descriptions.)

Job/Position Title. These are accurate descriptions of the duties that the administrator will perform. Most administrative positions are clearly identified either by Public Instruction professional licensing or common usage.

Position Purpose. This should be a concise, general statement covering a broad range of overall objectives. Do not try to describe all aspects of the job description in a single statement.

Length of Work Year. The job description should clearly state, either in number of days, weeks, or months, the contract period that applies to this position. Be consistent throughout all job descriptions.

Reporting Responsibilities. One of the purposes of a job description is to clarify lines of authority and communication to help avoid organizational confusion. Each administrator will know who their supervisor is and who their subordinates are.

Qualifications. This should specify necessary training, experience, and certification.

Job Objectives. These should spell out the expectations of the position in general terms.

Do not try to identify specific duties and responsibilities.

Duties/Responsibilities. These should be organized into major areas. The job description is more useful when major responsibilities are clustered. Keep the description at a general level for flexibility. Too much detail will tend to inhibit and stifle creative performance within the position.

Evaluations. Performance evaluation should be clearly stated. Job descriptions can serve as the starting point, along with objectives and management skills, in the evaluation process.

Approaches

Each district should determine which method of job description preparation best fits their capabilities. Will each administrator write her or his own description, or does the district engage outside services? Size, number of administrators, and level of commitment are all factors that help determine which option is appropriate for each district. Several methods are available. Educational Research Service, Inc., in *Job Descriptions in Public Schools,* identifies the following popular approaches.

Detached Approach. This method focuses on writing descriptions without consulting those currently holding the positions. More objectivity may result through elimination of the incumbent from the process. At the same time, this approach could create gaps in identifying the full description of the position.

Analytical Approach. This procedure includes a variety of techniques such as direct observation, personal interviews of incumbents, group interviews, questionnaires, and logging a diary. This work can be done by an outside consultant or a personnel specialist within the district.

Cooperative Approach. This system encompasses several levels of employees on the management staff and may be integrated with the analytical approach. The administrative team is involved with job description development.

Both the National School Board's *School Personnel Management System* and Davis and Nickerson advocate the cooperative approach. *Critical Incidents in School Personnel Administration*, by Davis and Nickerson recommends the following step-by-step approach:

- Educate the staff about the advantages of a job description program.
- Select the format and style guide to be used while writing the job description.
- List the functions necessary to achieve the school's objectives.
- Examine the present structure to determine who is doing what and what is not being done.
- Make sure all employees in a category help determine the job description for that category.
- Provide for an administrative review of the job description.
- Make adjustments and finalize the description.

Keeping Current

Once time and effort have been invested into the development of administrative job descriptions, the district will see that they continue to be a useful tool in the management

of the school district. Board policy should clarify how often job descriptions should be revised and updated and designate responsibility for this process.

References

Davis, Donald E., and Neal C. Nickerson. *Critical Incidents in School Personnel Administration*. Arlington, VA: Educational Research Service, 1984.

Educational Research Service, Inc. *Job Description in Public Schools*. Arlington, VA: Educational Research Service, 1984.

National School Boards Association. *The School Personnel Management System*. Washington, DC: National School Boards Association, 1976.

Chapter 2
Recruiting, Selecting, and Hiring Administrative Team Members

Quality leadership is essential to the success of any institution, including schools. Selecting a superintendent and other administrative team members are some of the most crucial decisions that a school board makes. Normally, the superintendent directs the recruiting, selecting, and hiring of other administrators. The amount of involvement, if any, by the board of education will be dictated by the local district's employment procedures and policies.

What should a board do when its administrative leader must be replaced? How do the board and superintendent proceed when other administrative team members need to be replaced or added? These significant questions call for a systematic, organized effort to be able to respond in a manner commensurate with the importance of the task at hand.

Basic steps can provide an organized system. Depending on district size, type of position, time available, and organizational structure, the five steps outlined below may be expanded or reduced.

How to Fill the Position

The school board and superintendent need to develop procedural steps to follow throughout the entire process of hiring the new administrator.

Step I—Planning for Recruitment

Examine the district's status.

- Review the district's mission, purpose, and goals. Re-examine the district's philosophy, image, and educational perspective.
- Clarify desired student outcomes.
- Identify district needs. Does the district need revitalizing or innovation? Are there priority programs for building space, curricular development, or other needs that must be addressed?

Review job description.

- Does the current description need revision?
- Does it fit the needs identified in the district's self-examination?

Develop a position profile.

- Having clarified and reviewed the school district's needs and desires, the board needs to identify specific performance responsibilities to accomplish those tasks. Qualified applicants should have the necessary knowledge, skills, and abilities to meet the district's needs.
- List the key responsibilities and tasks and the skills and abilities required to perform them. This position profile will serve as an agreed-upon set of guides throughout the search and selection process.
- A position profile contains the following elements:

— Key performance responsibilities
  Leadership
  Management

Board relations
— Requisite knowledge, skills, and abilities
Description of training
Work experiences
Other experiences

A detailed method of creating a working position profile to ascertain candidate capabilities can be found in the Department of Public Instruction's publication *Administration Selection Guide* (pp. 19-20, 55, Appendix B1).

Step II—Recruiting

Determine the Recruitment Process

- Establish timelines, responsibilities (who does what), and budget considerations.
- Will a consultant be used? If so, consider the following:

— Clearly specify everything required from the consultant, including the amount of time involved.
— Ask for a description of the consultant's services. Do they fit the district's needs?
— Ask for a diverse roster of clients seeking administrative positions. Don't necessarily be confined to the consultant's pre-determined roster.

- Establish a procedure for informing the community and media of the process.

Develop the notice of vacancy (See Appendix B)

- Establish time lines for applicants.
- Decide on the method of posting.

— Who, when, internal, and external
— Are there district requirements for internal posting?

- Allow for adequate time.
- A brochure or flyer may be developed which describes the position, the process, the school district, and community.

Create the application form

- The application form needs to meet legal requirements. Consult the Department of Public Instruction's *Administrator Selection Guide*, Appendix C, pp. 90-96.
- To assist in screening, the application form should reveal the following:

— Previous positions
— Responsibilities previously held
— Candidate's perspective on specific issues and concerns. Create these questions to fit Step I—Planning for Recruitment.

- Establish a procedure to maintain the files of candidates' applications.

Step III—Selecting

Selection procedures include the following

- Establish criteria for determining qualified candidates. Use the position profile and job description as a basis for this criteria.
- Determine who will be on the screening team. This team needs to have a clear understanding of review and meeting criteria.
- All members of the team should read and rate each application.

- The objective is to establish a list of qualified candidates.
- Screener notes should be retained with the files.

Review qualified candidates

- Applicants invited for a personal interview will need to be selected from the screening committee list.
- Make preliminary reference checks.
- Schedule closed meetings for the screening process.
- Determine the most efficient interview process. Will it be more effective to choose a new administrator after one interview or should a select number of candidates undergo a second interview?

Step IV—Interviewing

The interview process

- Establish an interview committee.
— Could be composed of staff, community members, and board members.
— Inform applicants about the members of the interview committee.
— Interview committee should meet before conducting interviews.
- Structure the interview questions based on job description and position profile.
- Establish evaluation criteria for the applicants' responses. Each committee member should evaluate the candidates independently.
- A systematic process provides valid comparisons between applicants.

Interview procedure

- Inform candidates of the process, committee, and number of candidates.
- Plan to interview all candidates within a reasonably short period of time.
- Allow one to two hours for each interview.
- Each team member should do an objective rating of each candidate. Summary recommendations are then submitted to the board as a whole.

Decision making

- Develop a final list of two to four candidates, and schedule interviews.
- In the case of hiring the superintendent, board members may wish to visit communities of final candidates. These visits provide opportunities to talk to community leaders, business people, parents, school personnel, and board members. The candidate should be aware of this visit and may possibly be involved in setting up meetings.
- Make a selection.

Step V—Employing

Contract Considerations

- The board's initial decision to offer a contract should be made in a closed session.
- The position should be offered, by telephone with a follow-up letter, contingent upon a signed agreement.
- Present a contract that has been reviewed by legal counsel. All agreements and conditions need to be clearly stated and understood by both parties. (See Appendix C.)

Announcing Appointment

- Coordinate the date and time of public announcement with the incoming administrator.
- The announcement meeting will serve as the formal open meeting action of the board. A

unanimous public vote is effective even though board members may have had disagreements during closed sessions.

- Involve the local media in this announcement.
- Unsuccessful candidates need to be notified and thanked within one day of the board's announcement. Do not publicize unsuccessful candidates.

Orientation

- Orientation of the new administrator is a critical component of the entire process. Essential aspects include
  - — Meeting staff and community members.
  - — Clarifying and reviewing district policy.
  - — Providing materials such as organizational charts and job descriptions.
  - — Assisting with resettlement, for housing, health care, etc.
- Review of expectations for position.
  - — Job descriptions.
  - — Goals and plans of action.
  - — Annual evaluation procedures.
  - — Professional growth plan.
  - — Board and Administrator responsibilities.

In summary, pre-recruitment is the most critical part of the process. It sets the stage for future steps since the prerecruitment process identifies the type and qualifications of an administrator.

Chapter 3
Identifying and Recruiting Teachers for Career Opportunities in Administration

There is an increasing shortage of capable, trained individuals seeking a career in school administration. Recent studies indicate that a number of individuals, certified to fill administration positions, choose not to enter the field. Many teachers do not choose school administration careers, according to these studies.

Greater numbers of potentially successful administrators need to be identified and recruited from the teaching ranks into school administration, and encouraged to enter approved university programs. To accomplish such an effort, a shared responsibility needs to be recognized and accepted by various organizations and leadership groups in the state.

The Department of Public Instruction should

- coordinate statewide programs.
- act as coordinating head of state efforts to establish teacher opportunities to enter school administration.
- promote financial support of statewide assessment centers.
- annually publish supply and demand information about administrators.

The Wisconsin Association of School Boards can

- actively participate in a statewide effort to promote internship and other leadership programs.
- encourage local school boards to be aware of their responsibility to consider financial support for capable teachers to advance into administrative ranks.
- take an active role in communicating with local boards about the need to support teachers moving into an administration career track.

The State University System should

- provide a coordinated effort to promote graduate programs designed to lead to school administration certification.
- work collectively with state education organizations to support local school district leadership programs.

Wisconsin Education Association and American Federation of Teachers could

- actively promote teacher career choices in school administration by working cooperatively with the DPI in this effort.
- provide impetus to contract agreements that encourage and allow teacher participation in local school district leadership programs.
- introduce the concept of career advancement through workshops and inservice activities.

Professional Administrative Organizations can

- promote the concept of guiding teachers to the administration field.
- participate in a cooperative effort with the DPI to organize and move forward on a plan to provide career opportunities in school administration.

Local School Districts should

- financially support selected teachers to pursue school administration careers.
- develop cooperative programs with other districts and CESA's to promote teacher

advancement into administration ranks.

- remove barriers that may prevent selected teachers from earning teacher salary schedule credit for taking education administration graduate course work.
- create appropriate local programs to encourage selected teachers to develop administrative leadership skills.
- differentiate the salaries between administrators and teachers as an incentive to encourage teachers to become administrators.

Chapter 4
Evaluating Administrative Personnel

The word "evaluation" has traditionally had a negative connotation. Both administrators and school boards constantly concern themselves with what constitutes good performance. Public accountability is a primary concern of school boards.

A dual need is apparent in these questions and concerns. School boards want to be certain that their administrators are effectively serving the school system, and administrators want to be assured that they are doing a good job and meeting the expectations of the board and community. A good evaluation system can convince both parties.

The importance of evaluating personnel is further evident according to requirements in Wisconsin State Statutes. Sec. 121.02 School district standards (q) states "Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter." While this is a very broad statement, Public Instruction rule 8(q) establishes the necessity of specific criteria, with systematic procedures used to measure performance. The rule continues to give district school boards the responsibility to evaluate the school district administrator (superintendent) and other professional personnel.

Purpose and Content

To create an effective evaluation program, a district should formulate an evaluation philosophy. The following purposes can help a district develop their policy as well as create a foundation for building an evaluation system:

- Clarify job expectations.
- Improve communication between supervisor and subordinate.
- Enhance the administrator's overall performance.
- Stimulate a constructive approach to self-analysis and improvement.
- Provide for statutory compliance.
- Contribute to the attainment of agreed upon goals by the educational management team.
- Establish an official record of evaluation.

These purposes of personnel evaluation can be divided into two general categories.

Formative Evaluation. This type of evaluation is a means to help administrators improve their performance. The process involves ongoing communication between evaluators and those being evaluated focusing on improving the overall education program.

Summative Evaluation. This type of evaluation is a judgement of the administrator's performance which serves as the basis of continuation, promotion, merit pay, demotion, and other personnel actions.

Dr. George B. Redfern says evaluations produce productive results "when the purpose becomes the improvement of performance instead of merely rating it." However, even when the major emphasis is on improvement, evaluation must occasionally document unsatisfactory performance. School districts generally use a combination of formative and summative

approaches in their administrator evaluation programs. This creates a system that serves both the individual and the educational system.

How to Get Started

The evaluation system begun by developing a district philosophy and identifying its purposes, needs to be put into action. The components of the plan should ultimately contain

- critical work activities as identified in the subordinate's job description.
- administrative skills associated with, and inherent to, the subordinate's position.
- district, building, and departmental goals.

The task force suggests that a district use at least the first component as a basic evaluation system. If the district already has an evaluation system, it may benefit from the incorporation of all three components.

As a starting point, concentrate on a basic system for school board evaluation of the superintendent.

The school board has an integral role in the planning process.

- Schedule a meeting of the board and superintendent with no other items except for creating the job description on the agenda.
- Establish mutual objectives based on the superintendent's job description. (See Appendix A1.)

Build a system based on stated purposes and district philosophy.

- The board should commit itself to the belief that evaluations will enhance performance.
- The board's evaluation should include discussions of both strengths and weaknesses, and further stipulate that judgement is supported by rational and objective evidence.
- The superintendent may request an evaluation of the board's performance to help clarify his or her role as chief executive.

Establish regular, formal evaluation sessions. (See Appendixes D-G.)

- The board as a whole should schedule at least two review sessions to discuss the superintendent's performance.
- Specify that the board's evaluation will occur at a scheduled time and place, without any other agenda items, in an executive session.
- A summative session should be scheduled in addition to the review sessions prior to discussing renewal of the superintendent's contract.
- Following each session the board should provide the superintendent with a written summation of the performance review.
- The board may want the superintendent to provide a self-evaluation, based on his or her job description prior to the scheduled evaluation sessions.

The final session (summative evaluation) should reflect an objective review based upon collected data of the superintendent's or other administrator's performance. When possible, specific evidence should be cited where the subordinate is rated either above or below district standards. All assessments should be conducted in an atmosphere of honesty, candor, and fairness. If the board or other supervisors specify improvement needed in a particular area, an understanding needs to be reached in advance regarding documentation of the improvement.

While the superintendent's evaluation is a district process, the system used to evaluate other administrators should be similar. Based on the district's philosophies of personnel

evaluation, a basic scheme related to job descriptions should be developed by the management team. Follow the same guidelines previously stated to effectively evaluate administrative personnel.

Once the basic evaluation program is underway, it can be expanded using the other two components which involve assessing administrative skills and accomplishing stated goals and objectives. Appendix F includes a guide for assessing administrators' skills. The district may want to use an expanded approach by using a "client rating" of administrator skills. Clients work with or for the administrator. Client rating may be used as an optional element in the district's evaluation program. (See Appendix G.)

The district may wish to use a "plan of action" form that the administrator prepares prior to an evaluation cycle. Objectives can be confined to the critical work activity (job description), or to an expanded version that includes skills assessment and specific goal setting. Appendix H provides an outline to prepare individual action plans.

As with most important aspects of personnel management, the best time to develop or revise an evaluation program is in an atmosphere that is free from tension on the part of the board and its district administrators. Do not use the review forms or client appraisal of administrator's skills as a numerical determination of performance. The forms are designed to identify strengths and areas that need improvement.

References

Educational Research Service. *Evaluating Administrative Performance*. Arlington, VA: Educational Research Service, 1985.

Redfern, George B. *Evaluating Teachers and Administrators: A Performance Objectives Approach*. Boulder, CO: Westview Press, 1980.

Chapter 5
Compensating the School Administrator

Compensating school administrators involves more than determining an appropriate salary. A good compensation program must be competitive, provide appropriate benefits, and be commensurate with the position and the community. Further, the program must be based upon a balance of employee needs and interest as well as those of the school system and taxpaying public. The right compensation program should enable a school district to build the type of administrative team that will provide leadership to a high quality education system.

The board actually makes administration compensation decisions without arbitration influence. Unfortunately, decisions about administrative salaries and benefits are often made hastily and without data. This haphazard process may cause administrators to be paid in a manner inconsistent with the responsibility and expectations of the job. School boards need to approach administrators' compensation in an orderly, meaningful, and easily understood way.

The method starts with the identification of primary compensation factors, and the establishment of a process in which these factors help determine appropriate salaries for each administrative position in the school district. The foundation of an administrators' salary and benefit program should be comprised of the following principles.

- The method is rational and not influenced by political considerations.
- The process should be mutual and part of the contract relationship.
- Job descriptions, performance evaluation, and job expectations must be a consideration in identifying compensation levels.
- The compensation program should be fair and equitable to both the board and administrators.

The following method is built on the premise that a direct relationship exists between salaries paid to teachers and administrators. The process used to create a system includes these five steps.

1. Establish a base salary linking administrators' salaries with some point on the selected teacher salary schedule.
2. Rank the district's administrative positions, using criteria based on job descriptions of the district.
3. Establish factors that are to be used as adjustments to the base salary.
4. Give each factor a percentage value of the base.
5. The adjusted administrator's salary is established by adding the adjustment amounts to the base salary.

The Compensation System

Step I—Establish a base salary for each administrator.

The district needs to select a teacher salary schedule, and a point on that schedule to determine a base salary for all administrators. The amount should be determined by the school board and administrator based on agreed upon comparisons.

The **salary schedule** used may be one of the following:

- the local district's teacher salary schedule,
- an average schedule from schools within an athletic conference,
- an average schedule from selected school districts in the state, or
- an average schedule of CESA school districts.

Regardless of schedule, the base salary should be rational, pertinent, and mutually agreeable.

Administrator base salary is derived from a predetermined column and step on a selected base salary schedule. Consideration should be given to supply and demand, as well as academic preparation. An alternative placement procedure could be to place each individual on a step consistent with their own academic preparation and longevity.

Salary Computation Formula for School Administrators

A completed version of this worksheet appears on the following pages to demonstrate how to compute a superintendent's salary.

Contract Year _____ Position _____

I. Administrator's Base Salary

$ _____

Base salary shall be determined by placement on teachers' salary schedule. Placement is consistent with academic preparation and years of experience. The amount should be determined by the school board and administrator based on an agreed upon comparison.

II. Adjustments to Base Salary

The percent of the adjustment will be determined by the local board and the administrator's emphasis. A percent add on shall be determined for each category.

A. Administrative Job Responsibility _____%
(know-how, problem solving, accountability)

B. Contract length _____%
(determine number of days)

C. Added Assignments _____%
(may occur outside of regular job description)

D. Performance Evaluation _____%
(based on district's established evaluation program)

Total percent adjustment _____ %

Multiply percent (%) adjustment x base salary $ _____

III. Adjusted Administrator's Salary

(add adjustment $ to base $) $ _____

The placement of this selected teachers' salary schedule is at the top step of MA+30 for all administrators. For purposes of this illustration, we will say that placement is $39,000. The worksheet would look like this.

I. Administrator's Base Salary $39,000.00

Step II—Adjustments to Base Salary

There is a need to adjust the base salary, which is presently equivalent to what the district will pay to a classroom teacher on a selected salary schedule. Adjustments are based on four factors.

- administrative job responsibility
- length of contract year
- assigned tasks beyond those called for in the position job description, or time requirements beyond the academic day
- performance evaluation

The percent of the adjustment will be determined by the local board and the adminsitrator's emphasis. Each of the above adjustment factors are separate considerations that will allow the district to fairly compensate their administrators. Determining percent adjustments for each position is a task that will take a cooperative effort of the board and administrative staff. The following will serve as a guide in making appropriate determinations.

Factor A—Administrative Job Responsibility. A reasonable approach to establishing percent adjustments for each administrative position would be to determine the highest ranked position first, which is the superintendent. All others would then fall into a ranking consistent with their job responsibility factor.

Quantifying the criteria will simplify the ranking process, and will lend it objectivity. Assign a point value of one to ten to each major responsibility listed in the positions job description. For this example, refer to the "Job Description for the Superintendent of Schools" as shown in Appendix A-1 which lists thirteen major performance responsibilities with a point value from one to ten assigned to each responsibility. While the numerical value assigned is subjective in nature, it should be based on required knowledge, amount of problem solving necessary, and accountability.

This process establishes a ranking value that will provide an equitable relationship for all administrative positions in the district. Job responsibility is based on job descriptions. Do not include length of year, academic preparation, or years of experience which will be treated separately.

The board will ultimately establish a ranking of the district's administrative positions. This process needs to include appropriate representation from the administrative staff. For purposes of illustration, assume the hypothetical district arrives at the following:

Position	Point Value
Superintendent	110
Senior High Principal	80
Middle School Principal	70
Elementary Principal	60

A percent add-on factor now must be determined in order to compensate the respective administrator appropriately in relation to the teachers' base salary. The percent adjustment factors are determined by first establishing a percent value of the superintendent's job responsibility in relation to the classroom teacher. The local school board determines the percentage.

Once the superintendent's percent factor is established, all other administrative positions' percent factors will be in direct relation to their numerical ranking, as illustrated below.

Determine relative percent factors as follows:

If the superintendent has a 50 percent factor rating, the rating of the senior high principal becomes

80 point value ÷ 110 point = 72.7%
.727 x 50% = 36.35

Using the same approach, the relative percent factors for job responsibility will look like the following:

- Superintendent = 50%
- Senior High Principal = 36%
- Middle School Principal = 32%
- Elementary Principal = 27%

Example: Applying this factor to the worksheet for the superintendent will show

A. Administrative Job Responsibility 50%

Factor B—Contract Length. An adjustment should be made for the length of contract as it relates to the teacher contract year since the base administrative salary is predicated on a teacher-length contract.

For the continuing illustration, assume 190 days is a teacher contract year. Based on that, establish a full year contract containing 260 days. The full year contract should be adjusted for paid holidays and vacation days not paid to teachers.

An example might be

Full Year Position	= 260 days
Deduct:	
Vacation days paid	= 20
Holidays not paid to teachers	= 5
	25
Adjusted full year	235 days

For other positions that are less than 12 months it is common to establish the exact number of days. If some holidays are paid an adjustment needs to be made.

Again, let's look at our sample school district

Position	Adjusted Contract Days
Superintendent	235
Senior High Principal	220
Middle School Principal	220
Elementary Principal	210

Percent adjustments are to be calculated by assigning an equivalent value to each day beyond 190 and determining what percent difference that might be from the base 190 days. Each local district has the flexibility to equate days beyond the teacher contract year to whatever value it deems appropriate. It may vary between positions, depending on expectations of that position during the period beyond the normal school year.

Our continuing example will assume that one half-day equivalence is used for each day beyond 190. The calculation would be made as follows:

Superintendent	= 235 days
minus	190 days
equals	45 days

45 x .5 = 22.5 ÷ 190 = 12%

Position	Adjusted Contract days	Percent Adjustment
Superintendent	235	12%
High School Principal	220	8%
Middle School Principal	220	8%
Elementary Principal	210	5%

Example: Applying the data determined above, the worksheet looks like this

B. Contract Length 12%

Factor C—Added Assignments. This adjustment category allows districts to compensate for work assignments not normally required in the position job description each year. An example might be a summer writing project or summer school. These adjustments should be clearly outside what is expected of the position.

In the continuing example, the Superintendent's worksheet would probably show

C. Added Assignments 0%

Factor D—Performance Evaluation. Section 4, *Evaluating Administrative Personnel*, can be incorporated into a district's compensation plan for administrators. The evaluation plan the district developed can easily be converted to a basis for paying a performance adjustment.

The district may choose to use only the basic job description evaluation, or perhaps a more sophisticated program using administrative skills and goals. The evaluation program

needs to be the basis for assigning a performance percent adjustment. Local districts will need to determine what percent is provided, probably determined annually. For the sake of completing the worksheet, assign the Superintendent a 4% performance rating. The worksheet will show

D. Performance Evaluation 4%

Step III—Adjusted Administrator's Salary

This salary system provides for recognition of a direct relationship to what the district pays teachers and allows for appropriate payment for added responsibility, time, assignments, and performance awards. Ample flexibility will allow for local district practices and desires. The system, of course, can be used for new employees if performance is not applied in the initial contract.

Most importantly, it provides school boards with a rational process, based on pertinent data, and is understandable to both the district's administrators and tax-paying public. Changes in the teachers' base salary schedule each year will automatically adjust the compensation base for the administrator. The district avoids the problem of salary compression between teachers and administrators. This salary system will provide fair treatment of professional staff, and foster productivity, loyalty, and high morale.

Employee Benefits

What benefits are appropriate for administrators? While there are a considerable number of benefits that can be provided, recent research shows that the most common benefits include:

Health Insurance
Dental Insurance
Life Insurance
Disability Insurance
Liability Insurance
Sick Leave Pay
Auto Allowance
National & State Convention
Professional Dues for State & National Organizations
Early Retirement
Continuing Education
Vision Insurance
Sabbatical Leave
Service Club Dues
Annuities

Reference

Makie, Gerald Duane. "Factors for Determining a Salary and Benefit Plan for Educational Administrators in Wisconsin." DISS. University of Wisconsin-Madison, 1991.

Appendix A
Sample Job Descriptions

- *A1: Superintendent of Schools*
- *A2: Director of Business Services*
- *A3: Senior High School Principal*
- *A4: Middle School Principal*
- *A5: Elementary School Principal*

Appendix A1

Sample Job Description: Superintendent

Certification / Qualifications:

— Master's Degree in Educational Administration from an accredited college or university.
— Must meet requirements for licensure from the Wisconsin Department of Public Instruction.
— A minimum of three years of successful teaching experience and a minimum of three years of successful administrative experience.
— Knowledge of the philosophy of PK-12 education, including the physical, mental, and social development of PK-12 students.
— Excellent written and verbal skills needed for the position.
— Leadership and long-range planning skills necessary to assure appropriate educational changes.
— Thorough understanding and successful experience in sound management practices, including effective team management strategies.
— Advocacy for PK-12 education in the local community, and the state, as well as advocacy for local, state, and national goals for PK-12 educational improvement.

Reports to: Board of Education

Supervises: Administrative team members, including deputy, assistants, principals, and other administrative and supervisory personnel.

Position Purpose: The primary role of the superintendent is to serve as the chief executive officer and primary advisor to the board of education. It is the superintendent's responsibility to

• oversee the development of the educational program and all other activities which impact that program;

• directly supervise all administrative personnel and maintain an effective supervisory program for all district employees;

• perform the duties and responsibility for the _____ School District as required by law and as established under the policies adopted by the district's board of education; and

• actively pursue changes to improve outcomes for students' instructional success by setting goals, promoting a positive image, encouraging staff development activities, and using teachers as agents for change in the district.

Performance Responsibilities

General

— Recommend new policies or changes in district policies.
— Recommend employee appointments, promotions, demotions, and dismissals.
— Prepare and recommend both an annual and a long-term planning budget.
— Provide leadership for the administrative, instructional, and classified staff.

— Manage finance and other assets of the school district.
— Represent the district throughout the community, area, and state, and keep the public informed of the status of their schools and their educational programs.
— Participate in local, state, and national activities focusing on educational issues, giving particular attention to the priorities of the district.
— Provide leadership in the development, validation, and implementation of district goals.
— Manage the process of translating district goals into operational processes which ultimately influence what students learn in the district's schools.
— Develop managerial plans of action by involving those responsible for implementation in the decision-making process; utilize an administrative team and site-based management approach to attain goals.
— Promote the improvement of instruction via systematic educational planning strategies.
— Support the continued improvement and humanization of the school climate in the district.
— Implement personal development programs via the identification of district's needs; design and conduct staff development programs, and assess program outcomes.
— Strive to provide the finest possible educational opportunities to all students in the district.
— Demonstrate faith in the power of public education and commitment to the preservation and strengthening of the public schools.
— Be involved in a personal professional development program which challenges the management to change and improve the district.
— Understand the dynamics, motivations, and values of groups within the school system and those served by the school system. Work with them, and help them work together; cope with change in the schools, generate confidence, and stimulate people to follow the established direction; contribute fresh and realistic solutions to problems.

Instruction

— Direct the development and maintenance of a positive educational program designed to meet the needs of the students and the community.
— Interpret the district's educational objectives to school personnel and the community.
— See that instructional programs are properly developed, coordinated, articulated, and evaluated.
— Supervise the administrative and instructional staff with the expectation of competent and efficient performance.
— Recommend to the board the texts, supplementary materials, supplies, and school equipment, recommended for adoption by the principals, to be used in the district schools.
— Inform and advise the board about the educational programs and practices used in the district.

Student Services

— Implement and supervise an appropriate program of support services for students.
— Report short-term student suspensions to the board and recommend other disciplinary measures when more severe action is warranted.
— Serve as an advocate for students and their educational programs.
— Ensure that policies and procedures are established for students' rights, responsibilities, and discipline.

District Staff and Personnel Relations

— Encourage a free flow of ideas and active participation in the development of the district

programs among school personnel.

— Hold employee meetings as necessary for the discussion of matters concerning the improvement and welfare of the schools.
— Supervise the development and execution of sound, fair, and equal personnel procedures and practices; direct the operation of all personnel and staff development functions in the district.
— Strive to develop and maintain positive staff morale and loyalty to the school district.
— Recruit and assign the best available personnel in terms of their competencies.
— Administer a plan of evaluation of all district personnel.
— Take an active role in the development of salary schedules for all personnel and recommend to the board the level which will best serve the interests of the district.
— Suspend any employee for just cause and report such suspension to the board as soon as possible, with recommendations for final action.
— Recommend the numbers and types of positions required to provide proper personnel for the operation of all programs.
— Assign, promote, transfer, and discharge employees in the best interest of the district and report such action to the board for information and approval.
— Maintain effective relationships with the staff at all levels of the organization.
— Define the duties of all personnel, subject to the approval of the board.
— Communicate to employees all actions of the board relating to personnel and convey employees' communications to the board.
— Ensure that positive personnel practices are carried out within the district.
— Communicate ideas and feelings effectively to individuals and groups.

Community and Public Relations

— Be responsible for the organization, administration, and evaluation of the school district.
— Keep the parents and the community apprised of the status of the schools and their programs.
— Represent the board and the district before the public and maintain, directly or by delegation, a program of communications which will inform the public and the district staff of the activities, needs, and successes of the school.
— Present a positive image of the district to the community.
— Provide regular information to the media and establish a positive relationship with them.
— Be active in community service organizations.
— Attend meetings of state and other agencies serving the school and keep informed of local, state, and national issues which affect the district.
— Ensure that the district maintains positive school and community relations via a cooperative effort between the board, administrators, teachers, and support staff.
— Foster the development of a community education program meeting citizens' needs and utilizing school facilities to their fullest extent.

Support Services Management

— Directly, or through delegation, prepare recommendations for the annual budget.
— Direct the administration of the budget after its approval by the board and make reports which indicate the status of the budget and the financial affairs of the school system.
— Establish adequate financial and operating controls to safeguard the district against misuse of funds or unnecessary operations, and to ensure fair value for all expenditures.
— Supervise all purchases and expenditures in accordance with the law and the budget approved by the board.
— Have charge of the operation and maintenance of the buildings, grounds, and equipment

of the schools.
— Be responsible for current and long-range planning for school plant facilities and the presentation of such plant development to the board for modification and adoption.
— Supervise other support services in the areas of transportation, food services, business and information management, and building maintenance.
— Directly or by delegation, serve as custodian of adequate records for the schools and the district including a system of financial accounts, business and property records, personnel records, school population records, scholastic records, and other required federal, state, and county records.

Policy and Contract Administration
— Coordinate the management team consisting of the board of education and all administrative personnel.
— Establish rules and procedures to govern routine matters of the district's operation.
— Maintain the district policy manual.
— Ensure that personnel policies of the district are administered fairly, consistently, and in a positive manner throughout the district.
— Represent and work with the board of education in negotiation matters.

Planning
— Establish both short and long-range goals for the district, making sure that they are educationally sound, financially feasible, and administratively practicable; foster new ideas, act as a catalyst for change and innovative thinking, accept accountability for the overall effectiveness of the district through leadership, authority, and responsibility.
— Serve as chief educational consultant of the board of education, especially when it seeks professional advice about possible alternatives and their probable consequences as related to educational policy.
— Establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the school staff and be responsible for the proper administration of the schools within this framework.
— Assume full responsibility for making all recommendations to the board of education on all phases of school operation, after soliciting input from the staff.
— Be responsible for the planning and use of all school facilities and for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the board of education.
— Recommend plans for a long-range maintenance program for renovations of the school property and for new construction, and be responsible for the proper execution of approved plans.
— Determine the boundaries of school attendance areas, subject to the approval of the board of education.
— Keep the board of education informed of the school district's progress toward achieving its goals and objectives.
— Prepare long-range plans and feasibility studies to form the framework for decision-making.
— Grasp educational and management issues, develop solutions to problems, and place analyses of problems and proposals for solutions within a conceptual framework that promotes enlightened decisions.

Conflict Resolution
— Resolve differences through decision-making and involvement.

— Hear suggestions or complaints regarding the operation of the schools; make decisions in matters of controversy between the various school employees, pupils, parents of pupils or patrons, when the controversies relate to school affairs and have not been resolved at mid-level.
— Listen to and make judgments regarding any grievance on contract administration.
— Develop a negotiation team which will meet with the board to recommend position statements on all matters regarding negotiations.
— Direct the issuing of rules or regulations regarding procedures to be followed in the district on all matters.
— Be able to work extended periods of time under pressure from inside and outside the school system.

Budgeting and Financial Planning
— Prepare a school district budget in compliance with board policy and state law.
— Present budget information to the board and citizens.

Supervision and Evaluation
— Ensure that an employee supervision and evaluation program is carried out fairly and consistently throughout the district.
— Assume complete responsibility for the evaluation of personnel who report directly to the superintendent and review the evaluation of all other administrators and teaching personnel of the district.
— Ensure that there is supervision of all instruction and control and management of all pupils.
— Formulate, along with staff, instructional curricula and courses of study which shall be subject to the approval of the board of education.
— Ensure that an ongoing supervision and evaluation program of the district's curriculum is maintained.

Board of Education Relationships
— Notify all members of the board of all regular and special meetings and attend all meetings.
— Organize and present issues for board attention and coordinate staff to produce data, rationales, and alternatives for decision-making.
— Demonstrate a clear understanding of the respective roles of the board and the superintendent.
— Develop, with the board, a systematic evaluation process for the superintendent.
— Demonstrate skill in communicating with the board (in writing and orally); respond in a timely manner to the board's directives and requests.
— Interact with members in an ethical, sensitive, and professional manner; demonstrate trust and respect for board members and encourage the same collegiality among them.
— Meet the board's expectations regarding the: (1) need for information prior to meetings; (2) preparation for meetings; and (3) organization of board meetings (for example: logistics, conducive physical environment, agenda, arrangements with media representatives).
— Consistently articulate to the board the relationship between the district's mission and programs, budgets, personnel decisions, and other district operations.

Professional Growth and Development
— Formulate with the board a professional development plan to improve professional performance; incorporate input from staff, mentors, and/or others in determining the

content of the plan.
— Seek out and participate in professional development programs.
— Actively participate in professional activities, share ideas and information with other professionals, and initiate action to confront problems facing the profession.
— Demonstrate behavior that is professional, ethical, and responsible; be a role model for all district staff.

Contract: Twelve month position

Evaluations: As outlined in the district's administrative evaluation program.

Director of Business Services

Qualifications

— Master's degree with strong emphasis on school business administration.
— Has or qualifies for valid Wisconsin certification as a School Business Administrator. (Wisconsin DPI #08)
— Successful experience as a teacher and as a school administrator.
— Such alternatives to the above qualifications as the board of education may find appropriate and acceptable.

Reports to: District Administrator

Supervises:
— Business Services Assistant
— Coordinator of Operations and Maintenance
— Business Office Staff

Position Goals: To provide business services which incorporate sound financial management practices and to provide leadership in administering business services in a fair and efficient manner so that all staff may serve the needs of the students in the school district.

Performance Responsibilities

Financial Operations
— Directs district financial planning.
— Is responsible for the receipt and expenditure of school district funds.
— Interprets and reports the financial status of the district to the board and community.
— Maintains proper accounting and auditing procedures in accordance with recommended guidelines and state statutes.
— Oversees budget development process.
— Supervises district purchasing and supply operations.
— Manages district real estate and insurance programs and manages board approved sale of district real estate holdings.
— Analyzes present financial resources and recommends means for gathering and allocating resources for the future.
— Supervises the district's investment program for efficient and effective control.

Building Maintenance, Construction, and Repair
— Oversees school plant planning and construction.
— Supervises building and facilities operations.
— Directs building maintenance and repair.

Leadership Supervisor
— Supervises pupil transportation service.
— Supervises food service operations.

— Supervises data processing operations.
— Supervises and evaluates business office, Business Services Assistant and Coordinator of Operations and Maintenance.
— Provides staff leadership to ensure an understanding of the policies and procedures associated with the business management of the district.
— Serves as member of Superintendent's Cabinet.
— Supervises the purchase, inventory control, and distribution of all equipment and supplies for the district.

Additional Responsibilities
— Prepares and monitors business department budget.
— Develops business department goals, objectives, and priorities.
— Prepares such reports and studies as may be necessary.
— Attends all board of education meetings and prepares such reports and presentations as may be requested.
— Performs such other duties as may be assigned by the district administrator.
— Provides counsel in regard to legislative and judicial matters that involve public education in the areas of school business affairs.
— Consults and advises other governmental and political units.
— Provides information relative to the negotiation of labor agreements as requested.

Payroll
— Directors all payroll operations. (Assisted by director of personnel.)
— Prepares and submits all required state and federal payroll reports. (Assisted by director of personnel.)

Personnel: Responsible for the training, supervision, and evaluation of personnel employees employed in the business office.

Terms of Employment: 12 months per year with salary, fringe benefits, and other conditions of employment to be established by the district administrator and approved by the board of education.

Education: Performance of this position will be evaluated annually in accordance with provisions established in board policy and administrative regulations pertaining to the evaluation of administrative personnel.

Contact: Twelve month position

Evaluations: As outlined in the district's administrative evaluation program.

Appendix A3

Senior High School Principal

Qualifications

Certification: Must meet the certification requirements #04 and/or #25 Wisconsin State Department of Public Instruction.

Experience: Administrative ability. Minimum of five years teaching and/or administrative experience.

Reports To: Superintendent of Schools

Position Purpose: The principal will give leadership to establishing and maintaining an educational environment conducive to sound educational needs and district and community standards. The principal provides instructional leadership in curriculum and instruction and is responsible for the evaluation and supervision of all staff members assigned to the building. He/she administers the school in accordance with the policies of the board of education. The principal is responsible for all school activities and building operations. The principal assures the appropriate standards of behavior of the students and staff in the building and on the grounds. He/she is responsible for the inservice of all staff within the building. The principal provides necessary communication to the parents of the students regarding the progress of their children and the general activities of the school. The principal is responsible for the school's building maintenance and security.

Performance Responsibilities

As the leader in the instructional matters for a group of teachers and working in cooperation with the services of the Instructional Service Staff, the principal
— provides instructional leadership for the school staff.
— helps in securing and organizing the necessary resources for instruction and its improvement. Designs and administers systems to effectively and efficiently utilize other materials and human resources for instruction and its improvement.
— evaluates, with the help of assistant principals and district management, the effectiveness of the instructional program.
— establishes a liaison between building staff and other groups working to improve instruction.

In providing proper care for students assigned to the building, the principal
— is responsible for taking reasonable precautions to safeguard the health and safety of students.
— provides for definite plans of action in case of fire, storm, or other sudden danger and insures adequate training in the operation of such plans in accordance with state statutes for such drills.
— is responsible, in cooperation with the staff, for maintaining the kind of discipline and order among students which will best promote learning activities. The principal is

empowered to suspend students for a period not to exceed three days providing the superintendent's office and the parents are informed of such suspension in writing.
— assists or directs necessary investigations of absence due to exceeded illness or investigations of other health problems.
— informs all staff members of the procedures to be followed in the event of an accident to any student or employee. Establishes a procedure for filing a detailed report of all accidents on standard forms.

As the supervisor of personnel appointed to work in the building, the principal
— assists in selection, evaluation, and supervision of assigned personnel and develops, maintains, and implements necessary inservice education and evaluation procedures.
— prepares a written evaluation of all professional personnel at intervals and in a manner as directed by the superintendent or designee.
— evaluates all other staff members at intervals and in a manner as directed by the superintendent of designees.

As the representative of the authority of the board and of the superintendent, the principal
— insures that all textbooks, workbooks, and teaching guides used in the building are approved by the board.
— implements the curriculum approved by the board.
— assigns staff within the building.
— provides a master schedule of students to classes.

In the proper accounting of pupils assigned to the school, the principal
— insures that all initial admissions are in accordance with board policy and that the name recorded on the birth certificate is the same as that recorded on the cumulative record card.
— distinguishes tuition students from nontuition students, referring any matters of doubt to Pupil Personnel Services.
— informs the Department of Pupil Personnel Services of serious cases of truancy, tardiness, and discipline.
— insures that students are attending the assigned school unless an exception is granted by the Department of Pupil Personnel Services.

In administering the building, the principal
— requisitions emergency and minor repairs.
— prepares and certifies the payroll report.
— requisitions all supplies and equipment on standard forms.
— makes such listings or reports as needed by the business office in the preparation of the annual budget.
— submits an annual report of the school's activity fund at the close of each school year.
— keeps inventories of school equipment on the forms and in the manner designated by the business office.
— approves all extra curricular school activities.

As one who represents the school to the public, the principal
— interprets the instructional program to parents, teachers, and students.
— works closely with the Parent Teacher Association or other organized parent groups in forwarding the aims of the school.

— channels appropriate publicity to the proper sources.
— develops a program designed to keep all constituents fully informed.
— works with community service groups that are represented in the particular high school district.

Contract: Twelve month position

Evaluations: As outlined in the district's administrative evaluation program.

Middle School Principal

Certification Qualifications

— Master's degree from an accredited college or university.
— Must meet requirements for licensure from the Wisconsin Department of Public Instruction.
— Knowledge of the physical, mental, and social development of the 11 to 13 year-old student.
— Knowledge of the philosophy of the middle school.
— Ability to administer the school in accordance with the policies of the board of education.
— Written and verbal skills needed for the position.
— Leadership, visionary skills necessary to assure appropriate needed education changes.

Reports To: Superintendent and designee(s) (See Organizational Chart)

Supervisor: District staff personnel employed in the building of administrative assignment.

Position Purpose: To continually give evidence of administrative and supervisory leadership for the purpose of instruction, staff development, and the educational development of each student in a building environment conducive to teaching and learning.

Performance Responsibilities

Instructional Program Management
— Serve as the educational leader for the school.
— Provide coordination and direction to educational, social, and emotional growth for all students.
— Provide the leadership necessary for meaningful staff development and implementation of district curriculum.
— Have a vision and commitment to improve education.
— Establish and maintain an effective learning climate in the school.
— Administer extra-curricular programs.
— Build master teacher schedule.
— Develop resource, study hall, and homeroom schedule.

Personnel Administration
— Participate in recruiting, screening and interviewing professional and support staff.
— Provide for new teacher orientation.
— Maintain an on-going evaluation program for all staff members to assure growth and self-actualization.
— Evaluate support personnel including aides and secretaries.
— Coordinate the use of art, music, and physical education personnel.
— Hold weekly staff meetings.

— Provide for staff appreciation.
— Make assignments according to qualification and certification.
— Supervise noninstructional personnel.
— Maintain the orderly flow of substitute teachers.

Business Management of Building
— Supervise all record keeping functions.
— Prepare and administer school budget.
— Prepare state and local reports.
— Determine building needs.
— Confer with subject area supervisors and chair regarding needs.
— Verify and sign all requisitions in coordination with approved budget.

Plant and Office Management
— Inspect buildings regularly regarding safety and security and report needs to the maintenance department.
— Review needs and projections with the building engineer.
— Assist in planning new facilities.
— Cooperate with city inspectors and safety officers.
— Develop and maintain office procedures.
— Schedule use of facilities and equipment.
— Prepare reports as requested by central administration.

Student Personnel
— Give leadership to the development, implementation, and maintenance of a sound school and student management program.
— Direct activities related to pupil personnel including record keeping, enrollment, attendance, and discipline.
— Coordinate new student orientation.
— Give leadership to screening all new students for proper placement and referral for EEN evaluation where appropriate.
— Assist in organizing co-curricular activities.
— Lead and assist in analyzing student evaluation results for the improvement of instruction.
— Serve on M-teams.
— Provide for the health, safety, and welfare of students.
— Provide leadership in the areas of protective behavior and required health protections.

Community Relations and Communication
— Assume responsibility for developing and coordinating good public relations.
— Write monthly newsletters and other public relations documents.
— Attend PTA and parent group meetings.
— Confer with parents; provide for new parent orientation.
— Maintain active interest in community activities.
— Supervise and provide administrative leadership for all district programs in the building.

Policy Development and Decision Making
— Communicate and interpret district and building policies to teachers, students, and parents.
— Interpret, enforce, and maintain familiarity with master contracts and policies.
— Involve teachers and students in the development of building level policies.

— Develop and improve organization structure through review of all organizational aspects of the instructional program, recommend changes, coordinate and evaluate innovations.

Other

— Serve as a member of district committees and give leadership where appropriate or requested by the superintendent for his designee.
— Give evidence of continual professional growth.
— Perform other responsibilities as deemed appropriate by the superintendent.

Contact: Ten month position

Evaluations: As outlined in the Administrative Improvement and Evaluation Program.

Appendix A5

Elementary School Principal

Certification Qualifications

— Master's degree from an accredited college or university
— Must meet requirements for licensure from the Wisconsin Department of Public Instruction.
— Knowledge of the physical, mental, and social development of the 4 to 12 year-old student.
— Knowledge of the philosophy of the elementary school.
— Ability to administer the school in accordance with the policies of the board of education.
— Written and verbal skills needed for the position.
— Leadership and visionary skills necessary to assure appropriate needed educational changes.

Reports To: Superintendent and designee(s) (See Organizational Chart.)

Supervises: District staff personnel employed in the building of administrative assignment.

Position Purpose: To continually give evidence of administrative and supervisory leadership for the purpose of instruction, staff development, and the educational development of each student in a building environment conducive to teaching and learning.

Performance Responsibilities

Instructional Program Management

— Serve as the educational leader for the school.
— Provide coordination and direction to mental, social, and emotional growth for all students.
— Provide leadership necessary for meaningful staff development and implementation of district curriculum.
— Have vision and commitment to improve education.
— Establish and maintain an effective learning climate in the school.

Personnel Administration

— Participate in recruiting, screening, and interviewing of professional and support staff.
— Provide for new teacher orientation.
— Maintain an on-going evaluation program of all staff members to assure growth and self-actualization.
— Evaluate support personnel including aides and secretaries.
— Coordinate the use of art, music, and physical education personnel.
— Hold weekly staff meetings.
— Provide for staff appreciation.
— Make assignments according to qualification and certification.
— Supervise noninstructional personnel.
— Maintain the orderly flow of substitutes teachers.

Business Management of Building

— Supervise all record keeping functions.

— Prepare and administer school budget.
— Prepare state and local reports.
— Determine building needs.

Plant and Office Management

— Inspect buildings regularly, regarding safety and security, and report needs to maintenance department.
— Review needs and projections with the building engineer.
— Assist with planning new facilities.
— Cooperate with city inspectors and safety officers.
— Develop and maintain office procedures.
— Schedule use of facilities and equipment.
— Prepare reports as requested by central administration.

Student Personnel

— Give leadership to the development, implementation, and maintenance of a sound, school and student management program.
— Direct activities related to pupil personnel including recordkeeping, enrollment, attendance, and discipline.
— Coordinate new student orientation.
— Provide leadership for screening all new students for proper placement and referral for EEN evaluation where appropriate.
— Assist with organizing co-curricular activities.
— Lead and assist in analyzing student evaluation results for the improvement of instruction.
— Serve on M-teams.
— Provide for the health, safety, and welfare of students.
— Provide leadership in the areas of protective behavior and required health protections.

Community Relations and Communication

— Assume responsibility for developing and coordinating good public relations.
— Write monthly newsletters and other public relations documents.
— Attend PTA and parent group meetings.
— Confer with parents; provide for new parent orientation.
— Maintain active interest in community activities.
— Supervise and provide administrative leadership for all district programs in the building.

Policy Development and Decision Making

— Communicate and interpret district and building policies to teachers, students, and parents.
— Interpret, enforce, and maintain familiarity with master contracts and policies.
— Involve teachers and students in the development of building level policies.
— Develop and improve organization structure through review of all organizational aspects of the instructional program, recommend changes, coordinate and evaluate innovations.

Other

— Serve as a member of district committees and give leadership where appropriate or requested by the superintendent for her or his designee.
— Give evidence of continual professional growth.
— Perform other responsibilities as deemed appropriate by the superintendent.

Contract: Ten month position

Evaluations: As outlined in the Administrative Improvement and Evaluation Program.

Appendix B
Sample Posting

School District: _____

Position: Superintendent

Available: Position is vacant

Salary Range: $_____ to $_____

Salary: To be determined at a later date

Benefits: Summarize benefits, (health, dental, long-term disability, life insurance, employer contribution for state retirement, etc).

Contract Length: State number of months and vacation period.

Sick Leave: State district policy for administrators.

Application: May be obtained by calling or writing the district office. Position responsibilities and district organizational chart will be sent with the application.

Deadline: Completed application and resume must be received by _____

cc: All district school buildings

Management Team

School Administration Organization—WASDA, AASA, WASBO, NASSP, AWSA, WASBA, NAESP

School Board Association—WASB, NSBA

All school districts in the state of Wisconsin

Publication—Education Weekly

University Placement Service

DPI Placement Service

Appendix C
Sample Contract for Administrative Personnel

IT IS HEREBY AGREED by the school board of the _____
(name of district)
(hereafter designated as the "board") and _____ (hereafter designated as the "administrator"), that the board does hereby employ the administrator in the position of _____.

This contract shall cover a period beginning on _____ and ending on _____.*

Salary. In consideration for the services rendered, the board will pay the administrator a salary of $_____ for the first year in accordance with the appropriate salary polices adopted by the board. The annual salaries for the second and third years of employment (when a multi-year contract is provided) shall be the amounts, whether presently existing or hereafter adopted by the board, determined under the salary polices of the board with respect to this position. The salary for the second year shall not be less than the salary for the first year; the salary for the third year shall not be less than the salary for the second year. The salary shall be paid (on a standard basis) by the board, less deductions required by federal and state law or authorized deductions as permitted by board policy.

Indirect Compensation

(a) The administrator shall be entitled to _____ sick leave days annually, cumulative to a total of _____ days.

(b) The board shall provide a long-term disability income policy beginning the _____ day of disability and providing a monthly benefit equal to _____ and providing a monthly benefit equal to _____ percent (____) of the administrator's monthly salary. The benefits under the long-term disability insurance shall be a minimum of _____ years illness and accident to age _____, with a maximum covered salary of _____.

(c) The administrator shall be entitled to _____ (weeks/days) of vacation each school year (July 1 to June 30). Vacation time shall not be cumulative unless otherwise noted in the special provisions section of this contract. The scheduling of the vacation time shall be in accordance with polices of the board.

(d) The administrator shall be entitled to time off on those holidays designated by the board.

(e) Authorized use of the administrator's personal car in the administrator's work within the district shall be reimbursed at the rate of _____ cents per mile or $_____ per (year/month).

---

*NOTE: Section 118.24(1), Wis. Stats., states, "A school board may employ a school district administrator, a business manager, and school principals and assistants to such person. Person certified for such positions may be employed for a period of not more than three years. After three years of continuous employment in the same administrative position, a contract renewed for the same administrative position shall be for a term of not less than two years, except as provided under sub. (1m)." Section 118.24(8) states: "Personnel administrators and supervisors, curriculum administrators, and assistants to such administrative personnel, when employed by the school board of any such district to perform administrative duties only, may be employed for a period of not more than three years.

Authorized use of the administrator's personal care outside the district will be reimbursed at the rate of _____ cents per mile.

(f) The board shall pay _____ toward the premium for a policy of single or dependent coverage for hospital-surgical and major medical insurance selected by the board.

(g) The board shall pay _____ toward the administrator's required deposit to the Wisconsin Retirement Fund.

(h) The board shall pay _____ toward the premium for a policy of term life, accidental death, and dismemberment insurance selected by the board.

(i) The board shall pay up to _____ for a physical examination of the administrator by a physician (chosen by the administrator/mutually acceptable to the board and administrator). The administrator or his/her physician shall submit a medical report or statement prior to payment under this paragraph.

(j) The board shall pay _____ toward the premium for a policy of single or dependent coverage for dental insurance selected by the board.

(k) The board shall pay _____ for state and national association dues.

(l) The board shall pay _____ (describe other benefits here).*

_____

_____

_____

Termination by Mutual Consent. Upon mutual written agreement by the board and the administrator, this contract and the employment of the administrator may be terminated without penalty or prejudice against either the board or the administrator. In this event, the board shall pay the administrator all remuneration and benefits accrued but unpaid during the period of employment immediately prior to such termination.

Liquidated Damages. IT IS FURTHER AGREED by the parties hereto, in the event said administrator breaches this contact by termination of services during term hereof, the sum of $_____ is determined to be the reasonable liquidated damages which the parties, looking foreword, reasonably anticipate will follow from such a breach and the board may, at its option, demand to recover from the administrator such amount of liquidated damages; provided, however, that this expressed intent to liquidate the uncertain damages and harm to the school district expected from such a breach is not the exclusive remedy or right of the board but is, rather, an alternative right and remedy and shall not, unless the board elects to rely on the same, preclude the board from seeking and recovering the actual amount of damages resulting from such a breach by the said administrator.

Evaluations. The board shall provide the administrator with a written evaluation at least once each year.

Contract Termination. The board may terminate this contract and discharge the administrator from employment of just cause provided that the administrator has received prior notice in writing from the board of its intent and the alleged reason or reasons for such discharge. Upon written request, a hearing shall be conducted with full regard for due process.

Contract Renewal/Nonrenewal. Renewal and nonrenewal of this contract shall be governed by sec. 118.24, Wis. Stats.

Invalid Provisions. If any article for part of this contract is held to be invalid by operation

of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any part should be restrained by any tribunal, the remainder of the contract shall not be affected thereby.

Special Provisions

_____

_____

_____

_____

Dated this _____ day of _____, 19____.

President _____ Administrator _____

Clerk _____

_____ School Board

_____

_____, Wisconsin

Action by the school board in adopting this contract is recorded in the board minutes of _____ (date)

_____

*NOTE: Examples of other benefits (optical, prescription, liability, and other types of insurance; tax sheltered annuity plans; deferred compensation plans; etc).

If the sample is used, please check with the state school board association to make sure it conforms to current statutory requirements.

Appendix D
Sample Review

Supervisor's Review of Critical Work Activities

The board or supervisor shall review the critical work activities as described in the job description of each administrator. If the column "Meets District Expectations" is not checked, the supervisor must comment in the space provided. Commentary should identify needed improvement and plans of action to strengthen performance. Additional pages may be attached. If the column is checked, comments of exemplary performance may be added.

Name: _____ Date: _____

Position: **Superintendent of schools**

Meets
District
Expectations

Critical Work Activities

General Duties _____

Comments: _____
_____
_____

Instruction _____

Comments: _____
_____
_____

Student Services _____

Comments: _____
_____
_____

Personnel Relations _____

Comments: _____
_____
_____

Public Relations _____

Comments: _____
_____
_____

Support Services Management _____

Comments: _____

_____

_____

Policy and Contract Administration _____

Comments: _____

_____

_____

Planning _____

Comments: _____

_____

_____

Conflict Resolution _____

Comments: _____

_____

_____

Budgeting & Financial Planning _____

Comments: _____

_____

_____

Supervision and Evaluation _____

Comments: _____

_____

_____

Board of Education Relationship _____

Comments: _____

_____

_____

Professional Growth _____

Comments: _____

_____

_____

Appendix E
Evaluation Timeline

Administrator Evaluation Program

April—June	Planning phase, which includes the Administrative review of: 1. Critical work activities 2. Administrative skills 3. District/Building/Dept. goals
By Mid August	Supervisor and subordinate meet to set evaluation goals for the coming year
By September 15	Plan of action completed
November—February	Supervisor and subordinate evaluation review sessions
By April 15	Summative review session

The district must be aware of 118.24 Wis. Stats. regarding nonrenewal of administrators.

Appendix F
Supervisor's Appraisal of Administrator's Skills

(adapted from NASSP Skill Factors)

Each supervisor shall review the administrative skills listed. If the column "Meets District Expectations" is not checked, the immediate supervisor must comment in the space provided. If the column has been checked, the supervisor may add comments identifying exemplary performance.

Please appraise the administrator's performance

Meets
District
Expectations

Administrative Skills

Technical Capability
The administrator
— demonstrates sufficient technical knowledge. _____
— is certified in area and keeps updated. _____
— possesses attributes that are associated with administrative position. _____
— demonstrates accuracy and acceptable quality in performed work. _____

Comments: _____
_____
_____

Organization Skills
The administrator
— plans and gives clear directions.
What? Who? Materials? Time Allotment? Where? _____
— develops and follows a schedule of activities for self and others. _____
— secures and disseminates needed materials _____
— organizes and assigns staff. _____
— budgets resources—time, space, funds, personnel—so that tasks in terms of priority are accomplished. _____
— budgets own time and efforts so that required tasks can be accomplished. _____

Comments: _____
_____
_____

Leadership Skills

The administrator

— is persuasive. _____
— is persistent. _____
— is competitive. _____
— gets others involved in problem solving. _____
— guides group to task completion. _____
— stimulates performance of others. _____
— builds enthusiasm for change. _____

Comments: _____

_____

_____

Problem Resolution

The administrator

— identifies the problem. _____
— seeks out data. _____
— analyzes data. _____
— recognizes when a quick decision is appropriate. _____
— considers emotional issues involved. _____

Comments: _____

_____

_____

Planning Ability

The administrator

— is goal oriented. _____
— is interested in measurable results and effectiveness. _____
— is self-motivated. _____
— has a commitment to seeing that others are successful. _____
— is determined to complete projects. _____

Comments: _____

_____

_____

Supervision Skills

The administrator

— focuses on skills and duties as defined in subordinate job description. _____
— conferences to reinforce and improve employee performance. _____
— writes supervision reports according to district format. _____

Comments: _____

_____

_____

Oral Communication

The administrator

— expresses ideas clearly. _____

— is well organized with introduction, conclusion, and supporting details. _____

— uses vocabulary appropriate to audience. _____

Comments: _____

_____

_____

Written Communication

The administrator

— expresses ideas clearly. _____

— is well organized with introduction, conclusion, and supporting details. _____

— uses vocabulary appropriate to audience. _____

Comments: _____

_____

_____

Sensitivity

The administrator

— perceives and considers needs, concerns, and problems of others. _____

— is tactful in dealing with people. _____

— builds positive personal relationships. _____

— is receptive to ideas of others. _____

Comments: _____

_____

_____

Stress Tolerance

The administrator

— suspends judgment even under stress. _____

— thinks and reacts intuitively in situations. _____

— displays self-control. _____

— is able to resolve and live with conflict. _____

Comments: _____

_____

_____

Team Skills

The administrator

— participates in collective problem solving activities. _____

— shares his and her expertise voluntarily. _____

— participates on committees for school and district improvement. _____

— demonstrates positive attitudes and mannerisms when working with others. _____

Comments: _____

_____

_____

Appendix G
Client's Appraisal of Administrator's Skills

(adapted from NASSP Skill Factors)

This survey profiles the strengths and weaknesses of this administrator. It will be used to help the administrator see him or herself in a new light, identify exemplary performance, and facilitate improved performance.

Please appraise the administrator's performance by placing the number from *seven to one* which best describes your feelings about his or her performance in the blank following the listed skill.

Always = 7 6 5 4 3 2 1 = Never

Administrative Skills

Technical Capability

The administrator

— demonstrates sufficient technical knowledge.	7 6 5 4 3 2 1
— is certified in area and keeps updated.	7 6 5 4 3 2 1
— possesses attributes that are associated with administrative position.	7 6 5 4 3 2 1
— demonstrates accuracy and acceptable quality in performed work.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Organization Skills

The administrator

— plans and gives clear directions. What? Who? Materials? Time Allotment? Where?	7 6 5 4 3 2 1
— develops and follows a schedule of activities for self and others.	7 6 5 4 3 2 1
— secures and disseminates needed materials.	7 6 5 4 3 2 1
— organizes and assigns staff.	7 6 5 4 3 2 1
— budgets resources—time, space, funds, personnel— so that tasks are accomplished in terms of priority.	7 6 5 4 3 2 1
— budgets own time and efforts so that required tasks can be accomplished.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Leadership Skills

The administrator

— is persuasive.	7 6 5 4 3 2 1
— is persistent.	7 6 5 4 3 2 1
— is competitive.	7 6 5 4 3 2 1
— gets others involved in problem solving.	7 6 5 4 3 2 1
— guides group to task completion.	7 6 5 4 3 2 1
— stimulates performance of others.	7 6 5 4 3 2 1
— builds enthusiasm for change.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Problem Resolution

The administrator

— identifies the problem.	7 6 5 4 3 2 1
— seeks out data.	7 6 5 4 3 2 1
— analyzes data.	7 6 5 4 3 2 1
— recognizes when a quick decision is appropriate.	7 6 5 4 3 2 1
— considers emotional issues involved.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Planning Ability

The administrator

— is goal oriented.	7 6 5 4 3 2 1
— is interested in measurable results and effectiveness.	7 6 5 4 3 2 1
— is self-motivated.	7 6 5 4 3 2 1
— has a commitment to seeing that others are successful.	7 6 5 4 3 2 1
— is determined to complete projects.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Supervision Skills

The administrator

— focuses on skills and duties as defined in subordinate job description.	7 6 5 4 3 2 1
— conferences to reinforce and improve employee performance.	7 6 5 4 3 2 1
— writes supervision reports according to district format.	7 6 5 4 3 2 1

Comments: _____

_____

_____

Oral Communication

The administrator

— expresses ideas clearly. 7 6 5 4 3 2 1
— is well organized with introduction, conclusion, and supporting details. 7 6 5 4 3 2 1
— uses vocabulary appropriate to audience. 7 6 5 4 3 2 1

Comments: _____

_____

_____

Written Communication

The administrator

— expresses ideas clearly. 7 6 5 4 3 2 1
— is well organized with introduction, conclusion, and supporting details. 7 6 5 4 3 2 1
— uses vocabulary appropriate to audience. 7 6 5 4 3 2 1

Comments: _____

_____

_____

Sensitivity

The administrator

— perceives and considers needs, concerns, and problems of others. 7 6 5 4 3 2 1
— is tactful in dealing with people. 7 6 5 4 3 2 1
— builds positive personal relationships. 7 6 5 4 3 2 1
— is receptive to ideas of others. 7 6 5 4 3 2 1

Comments: _____

_____

_____

Stress Tolerance

The administrator

— where and when appropriate, suspends judgment even under stress. 7 6 5 4 3 2 1
— thinks and reacts intuitively in situations. 7 6 5 4 3 2 1
— displays self-control. 7 6 5 4 3 2 1
— is able to resolve and live with conflict. 7 6 5 4 3 2 1

Comments: _____

_____

_____

Team Skills

The administrator

— participates in collective problem solving activities. 7 6 5 4 3 2 1
— shares his/her expertise voluntarily. 7 6 5 4 3 2 1
— participates on committees for school and district improvement. 7 6 5 4 3 2 1
— demonstrates positive attitudes and mannerisms when working with others. 7 6 5 4 3 2 1

Comments: _____

_____

_____

Appendix H
Goal / Plan of Action

I. Goal Title (Use key words only)

II. Rationale

III. Goal Statement

IV. Objectives

V. Action Plan:

   A. Who

   B. What

   C. When

   D. How

VI. Plan of Evaluating

VII. Timelines for Action Plan

VIII. Relationship of Action Plan to:

   A. Critical Work Activities (Job description)

   B. Administrative Skills

   C. District/Building Goals

Appendix I
Salary Computation Formula for School Administrators

Contract Year_____ Position _____

I. Administrator's Base Salary $_____

Base salary shall be determined by placement on the teachers' salary schedule. Placement is consistent with academic preparation and years of experience. The amount should be determined by the school board and administrator based on an agreed upon comparison.

II. Adjustments to Base Salary

The percent of the adjustment will be determined by the local board and the administrator's emphasis. A percent add on shall be determined for each category.

A. Administrative Job Responsibility _____%
(know-how, problem solving, accountability)

B. Contract Length _____%
(determine number of days)

C. Added Assignments _____%
(may occur outside of regular job description)

D. Performance Evaluation _____%
(based on district's established evaluation program)

Total percent adjustment _____%

Multiply % adjustment x base salary $_____

III. Adjusted Administrator's Salary
(add adjustment $ to base $) $_____